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AUTHOR Mardell, Carol D., Comp.; Goldenberg, Dorothea S., Comp.

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ABSTRACT

This is a working document of instruments for the identification of Pre-Kindergarten, High-Risk children. The intent of the table and bibliography is to create an awareness of available instruments and their components rather than to assess their effectiveness. The components that are listed in the table were all found within test manuals. The term "Administrator" or "Testor" states a title rather than the degrees of training. Performance factors that are checked are based on test claims as well as authors' judgment. Rating scales which require subjective judgment (with or without the child's presence) are separated from objective measurement gained through test participation. Four major sources were used for compiling this information. Specific references for each instrument can be found in the attached bibliography. (Author/CK)

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Office of the Superintendent of Public Instruction
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INSTRUMENTS FOR SCREENING OF PRE-KINDERGARTEN CHILDREN

PS 006225

October, 1972

This is a working document of instruments for the identification of Pre-Kindergarten, High-Risk Children. The intent of the table and bibliography is to create an awareness of available instruments and their components rather than to assess their effectiveness.

The components that are listed in the table were all found within test manuals. The term "Administrator" or "Testor", states a title rather than the degree of training. Performance factors that are checked are based on test claims as well as authors' judgement. Rating scales which require subjective judgement (with or without the child's presence) are separated from objective measurement gained through test participation.

The four major sources for compiling this information were:

(1) Reggenstein Library
Curriculum Laboratory
University of Chicago
Chicago, Illinois

(2) Buros, O.
7th Mental Measurement Yearbook

(3) Butler, A.
Literature Search & Development of an Evaluation System in Early Childhood Education
Indiana University

(4) C.S.E./E.C.R.C.
Pre-School/Kindergarten Test Evaluations
U.C.L.A.

Specific references for each instrument (Author, Publisher, and Address) can be found in the attached bibliography.

Compiled by
Carol D. Mardell, Ph.D.
Dorothea S. Goldenberg, M.A.
Handicapped Children Section
188 West Randolph
Chicago, Illinois 60601

KEY FOR READING THE ATTACHED TABLE:

INSTRUMENTS FOR THE IDENTIFICATION OF PRE-KINDERGARTEN HIGH RISK CHILDREN

A. Age Range Tested (2-6)

B. Depth (Screening-Diagnostic)

C. Administration Factors

1. Group-Individual
2. Time Needed to Complete
3. Paced-Untimed-Timed
4. Administrator
   a. T - Trained
   b. N - No Training Necessary
   c. Py- Psychologist
   d. M - Medical Doctor
   e. P - Parent

D. Response During Test (Vocal-Motor)

E. Performance Factors

1. Auditory Discrimination
2. Articulation
3. Language
4. Developmental
5. Visual Perception
6. Motor
7. School Readiness
8. Social Skills
9. Self Concepts
10. Conceptual Skills

F. Measurements Requiring Subjective Judgement with/without Child

1. Rating scales by parent
2. Rating scales by teacher
3. Interview
4. Observation

Instruments for the Identification of Pre-Kindergarten High Risk Children

	(A) 2	2.5	3	3.5	4	4.5	5	5.5	6	(B) Screening	Diagnostic	(C) Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	(D) Vocal Response	Motor Response	(E) Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	(F) Rated by Parent	Rated by Teacher	Interview	Observation
ABC INVENTORY							X	X	X	X		X				X		T	X	X							X							
ANIMAL PICTURE Q SORT			X	X	X	X	X	X	X	X		X				X		T		X									X					
ANTON BRENNER DEVELOPMENTAL							X	X	X		X	X				X		T		X					X	X	X							
ARIZONA ARTICULATION PROFICIENCY			X	X	X	X	X	X	X		X	X				X		T	X	X	X	X												
ARTHUR ADAPTATION OF LEITER		X	X	X	X	X	X	X	X		X	X						T		X					X	X								
ARTHUR POINT SCALE						X	X	X	X		X	X					X	T		X					X	X								
ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION					X	X	X				X	X		10		X		T		X			X											
ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS						X	X	X	X		X	X	X	40	X			W		X								X						
AUDITORY DISCRIMINATION TEST							X	X	X		X	X		5				T	X		X													
AYRES SPACE TEST			X	X	X	X	X	X	X		X	X		19			X	T		X					X									

	(A)									(B)		(C)					(D)		(E)									(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
BASIC CONCEPT INVENTORY					X	X	X	X	X		X	X		20	X		T		X	X							X			X				
BAYLEY SCALES OF INFANT DEVELOPMENT	X	X	X	X	X	X	X	X	X		X	X		45	X		T		X	X				X		X	X	X		X				
BENDER GESTALT TEST FOR YOUNG CHILDREN - KOPPITZ METHOD							X	X	X		X	X		10	X		T			X					X	X			X				
BINGHAM BUTTON TEST			X	X	X	X	X	X	X	X		X		30	X		T			X						X	X							
BIRTHDAY TEST					X	X	X	X	X			X			X		N		X									X	X					
BLUM-FIELDSTEEL			X	X	X	X	X	X	X	X		X		30			T			X				X				X						
BOEHM TEST OF BASIC CONCEPTS							X	X	X		X		X	15/30			T			X							X							
BOOK ABOUT ME					X	X	X	X	X	X		X	X			X	T		X	X								X	X					
BROWN IDS SELF CONCEPTS REFERENCE TEST					X	X	X	X	X		X	X				X	T		X									X						
CALIFORNIA PRE-SCHOOL SOCIAL COMPETENCY SCALE		X	X	X	X	X	X	X		X		X		19/50			T			X							X	X			X			

	(A)									(B)		(C)						(D)		(E)										(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observations
CALIFORNIA TEST OF PERSONALITY							X	X	X		X	X	X	15	X	X	T		X									X	X				
CHILD BEHAVIOR RATING SCALE							X	X	X			X		5/10					X									X	X		X	X	
CHILD DEVELOPMENT QUESTIONNAIRE					X	X	X	X	X	X		X		15	X		P		X		X		X		X	X	X	X		X			
CHILDREN'S ATTITUDINAL RANGE INDICATOR							X	X	X				X	30	X		N		X									X	X				
CHILDREN'S AUDITORY DISCRIMINATION INVENTORY			X	X	X	X	X					X					T	X	X	X												
CHILDREN'S EMBEDDED FIGURE TEST							X	X	X		X	X		10/25	X		T		X						X								
CHILDREN'S PROJECTIVE PICTURES OF SELF CONCEPT					X	X	X	X	X		X	X				X	T		X										X				
CHILDREN'S SELF SOCIAL CONSTRUCTS TESTS					X	X	X	X	X		X	X		10		X	T												X				
CINNCINATI AUTONOMY TEST BATTERY			X	X	X	X					X	X				X	T	X	X						X	X			X	X			

	(A)									(B)		(C)					(D)		(E)									(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Disct.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
COLOR MEANING PICTURE TEST			X	X	X	X	X	X	X			X			X			N	X	X							X						
CONCEPT ASSESSMENT KIT					X	X	X	X	X		X	X		15			X	T	X					X			X						
COOPERATIVE PRE-SCHOOL INVENTORY — REVISED EDITION			X	X	X	X	X	X	X	X		X		15	X			T	X	X					X	X	X		X	X				
DADE COUNTY TEST OF LANGUAGE DEVELOPMENT											X	X	X					T	X				X	X										
DAILEY LANGUAGE FACILITY TEST			X	X	X	X	X	X	X	X		X		10		X		N	X				X											
DENVER DEVELOPMENTAL SCREENING TEST	X	X	X	X	X	X	X	X	X	X		X		15/20		X		T	X	X			X	X		X		X		X				
DEVELOPMENTAL POTENTIAL OF PRE-SCHOOL CHILDREN	X	X	X	X	X	X	X	X	X		X	X				X		T	X	X			X	X		X	X	X		X				
DEVELOPMENTAL TEST OF VISUAL MOTOR INTEGRATION	X	X	X	X	X	X	X	X	X	X	X	X	X	10		X		T		X					X	X								
EARLY DETECTION INVENTORY			X	X	X	X	X	X	X	X		X		15	X			T	X	X					X	X	X	X	X	X	X			

	(A) 2	2.5	3	3.5	4	4.5	5	5.5	6	(B) Screening	Diagnostic	(C) Individual	Group	Test Time	Paced	UnTimed	TImed	Administrator	(D) Vocal Response	Motor Response	(E) Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	(F) Rated by Parent	Rated by Teacher	Interview	Observation
EARLY EDUCATION SCREENING TEST BATTERY OF BASIC SKILLS DEVELOPMENT					X	X	X	X		X		X		30				T	X	X			X			X	X						
EARLY IDENTIFICATION - MEETING STREET SCHOOL TEST							X	X	X	X	X	X		30	X			T	X	X					X								
ECHOIC RESPONSE INVENTORY FOR CHILDREN			X	X	X	X	X			X		X		5	X			N	X		X	X	X										
EVANSION EARLY IDENTIFICATION SCALE							X	X	X	X		X		10 15	X			T		X						X	X	X	X	X				
EXPRESSIVE VOCABULARY INVENTORY				X	X	X	X			X		X			X			T	X				X							X				
PROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION			X	X	X	X	X			X		X		60	X			T	X	X					X	X								
FULL RANGE PICTURE VOCABULARY TEST										X		X		10 15	X			T	X	X			X				X	X	X	X	X			
GESELL DEVELOPMENTAL KIT										X		X																				X		

	(A)									(B)		(C)						(D)		(E)									(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
GOLDMAN FRISTOE TEST OF ARTICULATION	X	X	X	X	X	X	X	X	X	X	X	X		10				T	X				X				X							
GOLDMAN FRISTOE WOODCOCK TEST OF AUDITORY DISCRIMINATION					X	X	X	X	X	X	X	X		15/20				T		X	X													
GOODENOUGH HARRIS DRAWING TEST			X	X	X	X	X	X	X		X	X		15		X		T		X					X	X	X			X				
GUMPGOOKIES			X	X	X	X	X	X	X		X	X	X		X			T	X	X								X	X					
HEJNA DEVELOPMENTAL ARTICULATION TEST			X	X	X	X	X	X	X		X	X				X		T	X			X	X											
HOLBORN VOCABULARY TEST FOR YOUNG CHILDREN						X	X	X	X		X	X				X		T	X				X											
HOUSTON TEST FOR LANGUAGE DEVELOPMENT	X	X	X								X	X		30		X		T	X	X		X	X	X										
ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES	X	X	X	X	X	X	X	X	X		X	X		40	X			T	X	X	X		X			X	X			X				

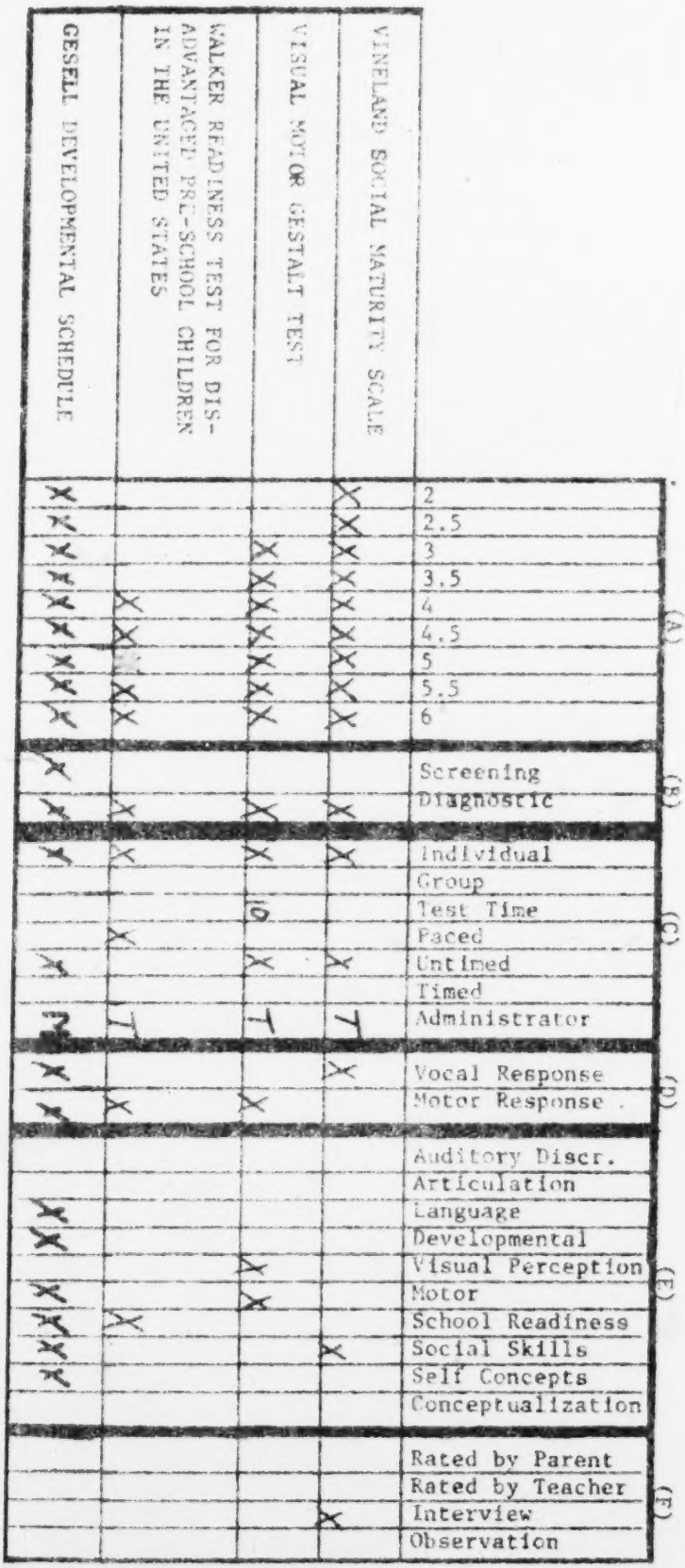
	(A)									(B)										(C)					(D)		(E)										(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
INTER AMERICAN SERIES-PRIMARY					X	X	X	X	X		X	X		45/30				T		X							X							
KATZ AUDITORY SCREENING TEST							X	X	X	X		X	X		X	X		T		X	X		X											
LANGUAGE FACILITY TEST			X	X	X	X	X	X	X		X	X		10				T	X		X	X	X											
LINCOLN-OSERETSKY MOTOR DEVELOPMENT SCALE									X	X	X			45/30				T	X							X								
McCANDLESS MARSHALL PLAY INTERACTION			X	X	X	X	X				X	X		∞				T		X								X	X					
McCANDLESS MARSHALL SOCIOMETRIC STATUS PICTURE TEST			X	X	X	X	X				X	X		3/15				W		X								X	X					
McCARTHY SCALE OF CHILDREN'S ABILITIES		X	X	X	X	X	X	X	X		X	X		60		X	X	T	X	X			X	X	X	X				X				
MINNESOTA PRESCHOOL SCALE	X	X	X	X	X	X	X	X	X		X	X						T	X	X						X	X			X				
MINNESOTA SOCIOMETRIC STATUS			X	X	X	X	X				X	X						W										X	X					

10

	(A)									(B)		(C)						(D)				(E)								(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Developmental	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
MSU PUZZLE BOX TASK			X	X	X	X					X	X						T		X			X	X	X								
MUMMERY SCALE OF ASCENDANT BEHAVIOR			X	X	X	X	X							5												X		X	X				X
PARENT READINESS EVALUATION OF PRESCHOOLERS			X	X	X	X	X			X		X	10	X				P	X	X			X	X		X	X			X	X		
PARSONS LANGUAGE SAMPLE					X	X	X				X	X						T	X	X			X	X									
PEABODY PICTURE VOCABULARY TEST			X	X	X	X	X	X	X	X		X		10 / 15		X		T		X			X										
PRE-KINDERGARTEN GOAL CARD					X	X	X				X	X			X			N	X	X							X	X	X				
PRE PRIMARY PROFILE					X	X	X	X	X	X		X		15				P		X			X	X		X	X	X	X		X			
PRE SCHOOL ATTAINMENT RECORD	X	X	X	X	X	X	X	X	X		X	X		15 / 20		X		T	X						X	X	X	X	X		X		X	
PRE SCHOOL LANGUAGE SCALE	X	X	X	X	X	X	X	X	X		X	X		39				T	X	X	X	X	X	X										

	PRE SCHOOL SELF CONCEPT PICTURE TEST	QUICK TEST	REYNELL DEVELOPMENTAL LANGUAGE	RILEY ARTICULATION AND LANGUAGE TEST	RILEY PRE SCHOOL DEVELOPMENT SCREENING INVENTORY	RING & PEG TESTS OF BEHAVIOR DEVELOPMENT	SCHOOL READINESS CHECKLIST - READY OR NOT	SCHOOL READINESS SURVEY	SCREENING TEST FOR THE ASSIGNMENT OF REMEDIAL TREATMENTS
(A) 2		X	X			X			
2.5		X	X			X			
3		X	X			X			
3.5		X	X			X			
4	X	X	X			X			X
4.5	X	X	X	X		X		X	X
5	X	X	X	X	X	X	X	X	X
5.5		X	X	X	X	X	X	X	X
6		X	X	X	X	X	X	X	X
(B) Screening		X		X	X		X	X	X
Diagnostic	X		X			X			
(C) Individual	X	X	X	X	X	X	X	X	X
Group									
Test Time	60'	30'	20'	5'	3'	20'	10'	15'	15'
Paced				X	X				
Untimed	X	X	X			X	X	X	X
Timed									
Administrator	T	T	T	T	T	T	P	P	P
(D) Vocal Response	X	X		X	X	X	X	X	X
Motor Response	X					X			
(E) Auditory Discr.				X	X				
Articulation					X				
Language		X	X						
Developmental						X			X
Visual Perception						X			X
Motor						X			X
School Readiness									
Social Skills						X			
Self Concepts	X								
Conceptualization									
(F) Rated by Parent									X
Rated by Teacher									
Interview									
Observation									

	(A)									(B)		(C)						(D)		(E)									(F)			
	2	2.5	3	3.5	4	4.5	5	5.5	6	Screening	Diagnostic	Individual	Group	Test Time	Paced	Untimed	Timed	Administrator	Vocal Response	Motor Response	Auditory Discr.	Articulation	Language	Development	Visual Perception	Motor	School Readiness	Social Skills	Self Concepts	Conceptualization	Rated by Parent	Rated by Teacher	Interview	Observation
SCREENING TEST OF ACADEMIC READINESS					X	X	X	X	X	X			X	40			X	N									X						
SPRIGLE SCHOOL READINESS SCREENING TEST					X	X	X	X	X	X		X		8/12				M	X	X			X				X						
TEMPLIN-DARLEY SCREENING AND DIAGNOSTIC TESTS OF ARTICULATION			X	X	X	X	X	X	X	X	X	X		5/15	X			T	X			X											
TEST OF BASIC EXPERIENCES					X	X	X	X	X		X		X	12/24	X			N		X							X						
THOMAS SELF CONCEPT VALUES TEST			X	X	X	X	X	X	X		X	X		15		X		T	X									X				
VALETT DEVELOPMENTAL SURVEY OF BASIC LEARNING ABILITIES			X	X	X	X	X	X	X	X		X		30/60	X			T	X	X			X				X	X					
VAN ALSTYNE PICTURE VOCABULARY TEST			X	X	X	X	X	X	X		X	X		15	X			T		X			X										
VANE KINDERGARTEN TEST					X	X	X	X	X		X	X	X	30	X			PY	X	X			X	X			X	X		X				
VERBAL LANGUAGE DEVELOPMENT SCALE	X	X	X	X	X	X	X	X	X	X				30		X		PPT	X	X			X	X								X	X	X



GESELL DEVELOPMENTAL SCHEDULE	WALKER READINESS TEST FOR DISADVANTAGED PRE-SCHOOL CHILDREN IN THE UNITED STATES	VISUAL MOTOR GESTALT TEST	VINELAND SOCIAL MATURITY SCALE		
X			X	2	(A)
X			XX	2.5	
X		X	XX	3	
X		XX	XX	3.5	
X	X	XX	XX	4	
X	X	XXX	XX	4.5	
X	X	XXX	XX	5	
X	XX	XXX	XX	5.5	
X	XX	XX	X	6	
X				Screening	(B)
X	X	X	X	Diagnostic	
X	X	X	X	Individual	(C)
	X			Group	
		10		Test Time	
	X			Paced	
X		X	X	Untimed	
				Timed	
X	T	T	T	Administrator	
X			X	Vocal Response	(D)
X	X	X		Motor Response	
				Auditory Discr.	(E)
				Articulation	
X				Language	
X				Developmental	
		X		Visual Perception	
X		X		Motor	
X	X			School Readiness	
X			X	Social Skills	
X				Self Concepts	
				Conceptualization	
				Rated by Parent	(F)
				Rated by Teacher	
			X	Interview	
				Observation	

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